DOCUMENT RESUME

ED 075 418 SP 006 399

TITLE	Project WE 1972-73: A Social System Approach to Training Leaders for Urban Schools.
INSTITUTION	Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
PUB DATE	72
NOTE	23p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Cooperative Planning; *Inservice Teacher Education; School Cadres; Teacher Interns; *Team Administration; *Team Teaching; *Team Training; *Training Techniques
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

This project proposed team teaching and cross-role training as alternatives to isolated individual teaching and teacher training. Project objectives were a) assessment of student benefit from cross-role teacher training and team formation, b) development of more effective procedures for training professional staff, and c) assessment of student achievement as related to the team concept. A sample team at Weequahic High School, New Jersey included three master teachers, eight teacher interns, eight teacher assistants and two administrators. The master teacher led a cadre of four interns and four assistants in developing team teaching techniques. Interns were student teachers working toward their Ed.M. degrees; assistants were college seniors or parents supported in a college program. The administration consisted of one practicing and one prospective administrator; the prospective administrator acted as team liaison to the community, the school, and the university. In-service team teaching started in September 1972; results are to be analyzed in terms of attitude change, student evaluation, participant evaluation, and climate analysis. (Five tables of data are included.) (JB)

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Summary of Project WE

"Project WE" (indicating a group effort), partially funded by the New Jersey Urban Education Corps and Newark Model Cities, is a co-ordinated effort by Rutgers University Graduate School of Education and the Newark Board of Education to develop better procedures for training professional staff for urban schools. In addition to training these professionals and placing them as a team in Newark schools, it is designed to assess the effectiveness of cross-role training and team formation and placement as devices to build closely knit staffs trained to work cooperatively in implementing new programs of benefit to children.

The conceptual framework of the WE Project is derived from theoretic work of J.W. Getzels. His view of the school as a social system is described in an article appearing in The School Review, Autumn 1967, entitled "Education for the Inner City: A Practical Proposal by an Impractical Theorist."

The cadres are in operation at one Newark high school and one Newark junior high school. In Weequahic High School the following components are being developed:

3 Master Teachers - 1 math, 1 science & 1 English

8 Teacher Interns - 2 math, 2 science & 4 English

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8 Teacher Assistants - 7 college seniors & 1 parent

2 Administrators - prospective administrator - the teacher to assist the principal is a member of the team while being supported in a graduate degree program

- practicing administrator - the principal is a member of the team while being supported in a graduate degree program.

Bilingual Program

The model for the bilingual component operating at Broadway Junior High School is essentially the same as at Weequahic and includes the following personnel: 2 Master Teachers; 4 Teacher Interns; 4 Teacher Assistants; Practicing Administrator.

Pre-Service-Training

The seven-week summer orientation-training program began July 5, and concluded on August 18, 1972. The first four days, July 5-8 were used for general orientation of all persons involved and assignment of individuals to teams.

The three teams, Science, Math & English were assigned three classes as a part of the regular summer school program at Central High School. The Bilingual team worked as a part of the summer Bilingual Program at Broadway Junior High.

The seven-week summer program was designed to stress the following areas: group development; cross-role training; role competency; program goals and process; Black and Puerto Rican Perspectives; working with students.

In-Service

Beginning in September 1972, the two teams commenced operations at Weequahic and Broadway respectively.

Historical Note

In a basic sense Project WE is not new, for it has its roots in the experience of the Graduate School of Education dating back at least to 1968 and in fact to an earlier date in the work of this and other institutions. In 1968 the School instituted its first large-scale internship program in collaboration with school systems. Some of the experiences of those years, the unavoidably painful ones that go with change and learning, led to continual review, reflection and refinement. While a previous version served to prepare effective teachers, it did not contribute to the institutional changes recognized by both the Newark school system and the Graduate School of Education as necessary in both our systems. Project WE is a modest attempt to achieve that.

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Project WE 1972-73

A Social System Approach to Training Leaders for Urban Schools

Introduction

Clearly, the number one problem facing America today is the dilemma of its cities. Among the critical problems of high unemployment, fiscal solvency, inadequate housing, drugs, inadequate health care, crime and discrimination, education looms near the top of the list of issues threatening to tear urban America apart at its seams. The collapse of U.S. cities will mark the decline and fall of America itself.

As Mayor Kenneth Gibson of Newark has said, "Wherever the cities of America are going, Newark will get there first." If one could identify any one city and any one problem area as epitomizing the major cause for alarm in America today, it may very well be education in Newark, New Jersey.

The youngsters of the city of Newark, according to both national and local statistics, are among the most educationally deprived in the nation. To cite an example of this grave deprivation, Newark's director of Reference and Research for the Board of Education recently released the following information: "City-wide test results indicate that most Newark pupils are below the

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national norm in reading and arithmetic. An examination of school medians and score ranges at the third, sixth and seventh grade levels, indicate that below-norm scores are generally distributed and are not necessarily confined to any one area in the city."

Newark represents a city where approximately 30% of its population is receiving some form of public assistance, where approximately 50% of all its dwellings are substandard and the highest incidence of infant mortality and crime exists.

In Newark approximately 11% of the total population is comprised of peoples of Hispanic background. In addition to the previously outlined factors which confront the other portion of the population, the language barrier looms as an educational disadvantage which further handicaps the total existence of many Puerto Rican and other Spanish-speaking people.

Perhaps the key to reversing the downward spiral of education in Newark rests with the development of effective personnel in the schools.

This marks the fourth year that the Graduate School of Education of Rutgers University has collaborated with the Newark Board of Education and other urban boards of education in the special preparation of teacher interns for service in urban schools. Although many problems have been encountered during the three-year

period, we are proud to take credit for more than 50 teachers who are working effectively in urban schools. We have concluded, however, that no matter how effectively teachers are prepared as individuals, they can have little effect on a school. Since the system quickly re-socializes idealistic individuals to fit the mold, training teachers in isolation can, at best, only produce short-range temporary gains. The problem is how to make systemic change.

The preparation of education personnel in teams may provide the necessary fortification against absorption by the system, while simultaneously building a new set of viable relationships within the group as well as extending the group and producing change within the system. As we began to examine the literature, we discovered that this concept was in process in the Ford Training and Placement Program (FTPP) operating from the University of Chicago in cooperation with the Chicago Board of Education. Our director visited Chicago and met with Henrietta Schwartz, Executive Director of FTPP, and her staff.

Conceptual Framework

The conceptual basis for FTPP was outlined in a lecture by J.W. Getzels entitled, "Education for the Inner City: A Practical Proposal by an Impractical Theorist," that later appeared in The School Review, Autumn 1967.

Getzels stated, "The conception of the school as a social system suggests that if the school is to function properly, there must be communication between those who train the educational personnel, those who utilize the personnel, and those who are served by the personnel. That is, there must be at least a modicum of interaction between the school, the community, and the university.

"It is in the light of these observations that I venture to make the following practical proposal for the training and utilization of personnel for the inner city schools. The proposal is composed of four complementary aspects:

1. The first aspect is the focused preparation on school personnel: teachers, counselors, school psychologists, and administrators. What is needed is teacher, counselor, and administrator training programs that will focus on the unique problems of education in the inner-city schools.

2. A second aspect of the proposal is what I would like to call the coordinated preparation of school personnel for the inner city. If the life of a school system depends on the cooperation of the various personnel in the school, that is, of the teachers, counselors, school psychologists, and administrators who would work in the inner city ....

3. A third aspect of the proposal is the formation and placement of cadres or role sets for work in the inner-city schools .... For one thing, there would be mutual support in the face of difficulties; and for another, a group will have greater effect on a school than is possible for the same number of individuals separately ...

4. The fourth and final aspect of the proposal is the establishment of demonstration and induction schools in the districts of the inner-city as part of the urban school system ... One immediate function of the demonstration and induction school would be to make available in the district itself new curricular materials and methods especially relevant to that district ... A second function would be to provide a focus of observation and internship for prospective teachers, counselors, school psychologist, and administrators for the inner-city schools ... It would also serve as a point from which they could extend their experiences to the other schools and the way of life of the inner-city district and adjacent localities."

Proposal

Relating to the ideas stated above, we conceived "Project WE" (indicating a group effort). Project WE, partially funded by the New Jersey Urban Education Corps and Newark Model Cities, is a co-ordinated effort by the Graduate School of Education of Rutgers University and the Newark Board of Education to develop better procedures for preparing professional staff for urban schools.

Teams or cadres have been formed and are functioning at two Newark secondary schools. At Weequahic High School the cadre is working in the areas of Science, Math and English while the Broadway Junior High School cadre concentrates in the area of Bilingual (Spanish) education.

Objectives

1. To assess the effectiveness of cross-role training and team formation as a vehicle in the implementation of new programs to benefit students. This vehicle is seen as a method through which more effective urban leadership will emerge.

2. To develop more effective procedures for training professional staff for urban schools.

3. To assess the effectiveness of the team concept on the achievement level of students.

Program Description

Five different major roles are represented in each team. They are listed here and then defined below (See Table 1 for composition of the teams in the two schools, and Figure 1 for the role relationships).

A. Master Teacher
B. Teacher Intern
C. Teacher Assistant
   College senior
   Parent
D. Teacher Stimulation
E. Administrative Stimulation

A. Master Teacher - Master teachers are defined as those who have achieved a high degree of success as teachers at Weequahic High School and Broadway Junior High. They were chosen because of their expertise and because they seemed to be able to function effectively with groups.

Of the two master teachers at Weequahic High School, one had been a science and the other an English teacher. At Broadway the program involves one master teacher who had previously been an English-as-a-Second-Language (ESL) teacher.

Each master teacher functions as team leader for four interns and four assistants. Each team, consisting of a master teacher, four interns and four assistants, has organized to develop team teaching techniques and maximum utilization of differentiated

staffing. The teams work continuously to develop teaching materials that may be used by the teams, others in the school, and perhaps others in the system.

B. Teacher Intern - The teacher intern is a person who has completed a liberal arts degree. During a one-year period plus an additional summer, the intern is able to earn teacher certification and an Ed.M. The intern participates fully in the summer program, while receiving a weekly stipend. In the fall he spends a maximum of five periods per day in a school and receives half of a teacher's salary while pursuing university courses. (See Table 2 for the internship course design, and Table 3 for a sample team school schedule.)

C. Teacher Assistants - The teacher assistants have been drawn from two categories: College seniors; parents supported in a college program.

In implementing the assistant concept, we are cooperating with two Rutgers Colleges, Livingston and Newark. At Weequahic a 35-year-old parent with high school and elementary school children is serving as an assistant. Additionally, she is being supported by the program as a freshman at Livingston College. Although he does not have children in the school, at Broadway we have a person serving in the role of assistant who had completed two years of college and through the program is being supported as a junior at Livingston College.

All of the teacher assistants were involved in the seven-week summer orientation-training session and received a weekly stipend during that period.

In September the various levels of assistants began spending five half days each week in the school, while receiving tuition support at their undergraduate colleges, provided by the grant. Each assistant has been paired with an intern. Although assistants will not be able to assume full responsibility for a class, they will work with individuals and small groups as well as participate in every other aspect of the team effort.

D. Teacher Stimulation - The Teacher Stimulation component is seen as a way of providing additional aid to the master teacher in servicing the team as well as providing another bridge to faculty acceptance of the team. At Weequahic the teacher stimulation person is a math teacher who has assumed the major responsibility for providing support to the math team.

Likewise, at Broadway the teacher stimulation person has assumed major responsibility for half of the interns and assistants. Both at Broadway and Weequahic the teacher stimulation people meet with the total cadre as well as cellular groups, while pursuing their own degree programs at the Graduate School of Education.

E. Administrative Stimulation - The administrative stimulation component operates on two levels: Prospective Administrator; Practicing Administrator. At Weequahic the prospective administrator

has been serving as a teacher to assist the principal. In Newark schools this is a position, usually relating to the area of discipline, requiring no previous administrative training or experience. The prospective administrator serves in the capacity of team liaison and functions on three levels simultaneously--the community, the school, and the University. It is the liaison's function to act as a barometer for needed resources and innovative approaches, to assist systematically in the appropriate and harmonious functions of the multi-roles within the team and to set guidelines to lend direction to problem solving on team, community, and staff levels.

At the school the team liaison acts as a facilitator of materials and information, and a solver of immediate problems affecting classroom performance, as an observer of the school's social system in terms of its operational modes, as a convener of necessary conferences, between administrator, community and faculty, as an initiator of in-service activities that may be beneficial for the school, as a listener to whom all may come for the honing of ideas, an organizer of activities initiated by team, and a bona fide ambassador for the team as well as the University for dissemination of information.

The practicing administrator provides invaluable input to the team from that particular perspective. The practicing administrator also assists the prospective administrator in fulfilling many liaison functions.

Both the prospective and the practicing administrator partici-

pated in the afternoon sessions of the team during the summer and continue meeting with the team at least once a week beginning in September. The prospective and the practicing administrators are enrolled in an Ed.M. and an Ed.D. program at the Graduate School of Education, respectively.

At Broadway the coordinator of the regular bilingual program at the school began serving as an administrative stimulation person. However, because of funding difficulties, the bilingual coordinator's position was phased out and the individual was assigned to another school. Another person in the school will be chosen to serve in the role of administrative stimulation.

Formal Evaluation Design

The Project contracted with the Graduate School of Education's Bureau of Research to undertake the evaluation, with special emphasis in the following five areas:

I. Attitude Change in Participants in terms of:

1. Pupil Control Orientation	(PCI Form)
2. Orientation toward students	(MTAI)
3. Orientation toward school	(Form B-P)
4. Orientation toward profession	(Form B-P)
5. Dogmatism	(Dogmatism Scale)
6. Bureaucration orientation	(WEPS)
7. Education Viewpoint	(Education Scale)
8. Social Values	(Social Values Scale)
9. Values	(Allport, Vernon, Linzey)

Data will be collected at the beginning of the program and toward the end.

II. Student Evaluation of Teaching Teams

Toward the end of the teaching year, high school students will be asked to evaluate the teams which have been teaching them.

III. Participant Evaluation of Program

Participants (interns and assistants) will be asked to evaluate the program near the conclusion.

IV. Climate Analysis

Members of the team and members of the school will be asked to describe the school climate (OCDQ; PCI). Then a comparative analysis will be made.

V. Student Change

Data will be collected from students near the beginning (Y_b) and end (Y_a) of the school year to measure student growth in terms of both cognitive and affective dimensions.

1. Cognitive growth measured by achievement tests
2. Affective orientation measured by:
   (a.) Alienation measures: Sense of Powerlessness
   Sense of Normlessness
   (b.) Self concept or self image

	Design		
(Single Team)	Y_b	X	Y_a
(Double Team)	Y_b	X	Y_a
(Master Teacher)	Y_b	X	Y_a

Evaluation of Summer Program by Participants

When asked to rank the six components of the summer program in priority listing, the consensus among the participants was as follows:

Rank	Areas of Emphasis
1	Working with students
2	Group development
3	Role-competency
4	Program goals and process
5	Black & Puerto Rican perspectives
6	Cross-role training

Further analysis of the success of the activities as rated by participants on a scale of one to five with one being the highest score possible, revealed the following:

Areas of Emphasis	Summary				
	1	2	3	4	5
Working with students	18	3	1	1	0
Black & Puerto Rican perspectives	0	12	6	4	1
Program goals & process	5	6	9	1	2
Group development	3	6	7	4	3
Cross-role training	7	6	5	4	1
Role competency	5	9	5	3	1

TABLE 1

Composition of Teams in Two Schools

Newark Board of Education
Rutgers University

↑

Administration

↑

Weequahic High School, Newark (2 teams)	Broadway Junior High School (Bilingual) Newark (1 Team)
(2) Master Teacher	(1) Master Teacher
(1) Math Science	(4) Teacher Intern
(1) English English	(4) Teacher Assistant
(8) Teacher Interns	(1) Teacher Stimulation
(8) Teacher Assistants	(1) Administrative Stimulation
(1) Teacher Stimulation	
(2) Administrative Stimulation	

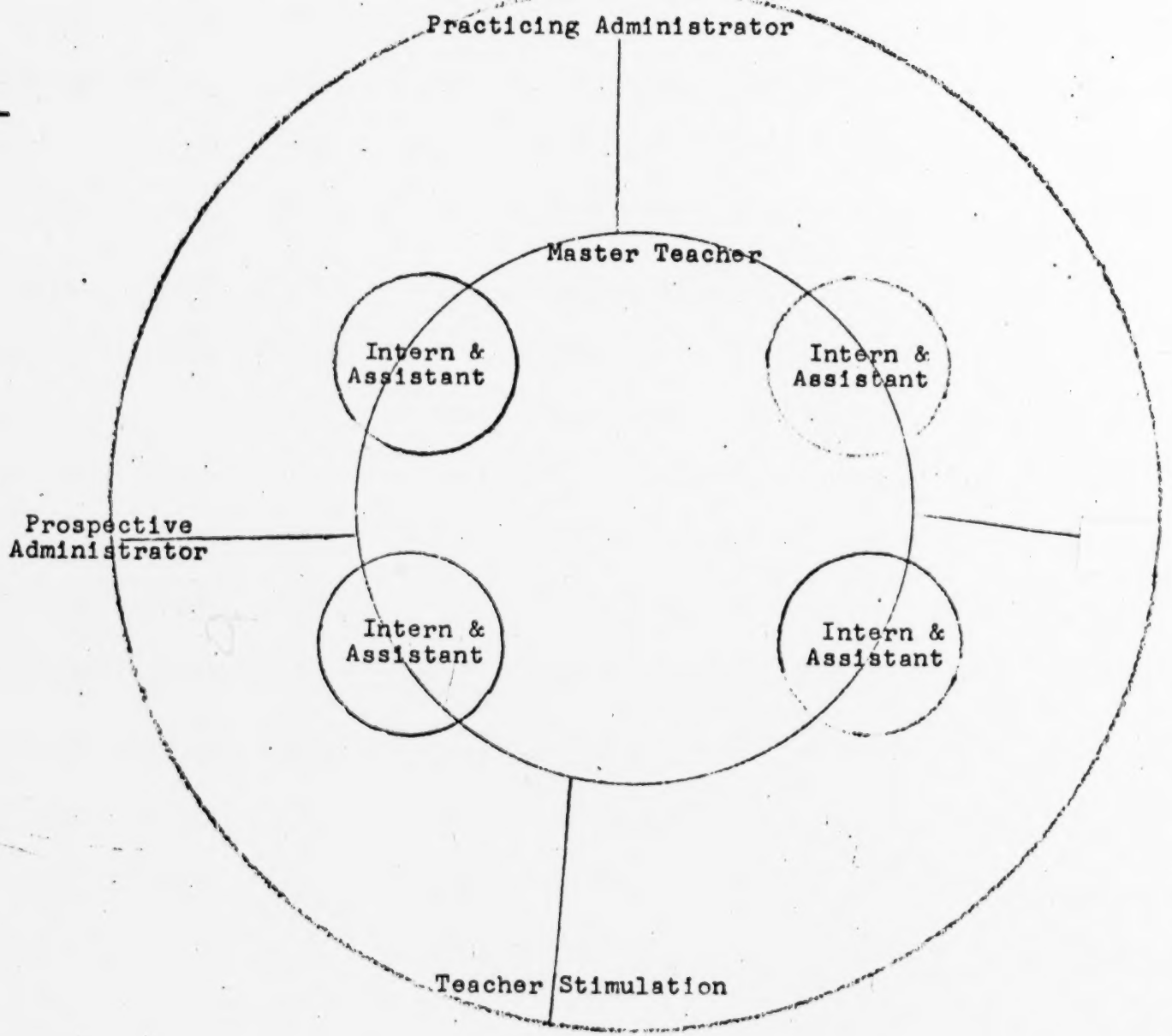

Practicing Administrator
Master Teacher
Intern & Assistant
Intern & Assistant
Prospective Administrator
Intern & Assistant
Intern & Assistant
Teacher Stimulation

FIGURE 1

TABLE 2

INTERN COURSE DESIGN

SUMMER

(6)	* 250:590 (3)		The Urban Adolescent
	* 250:592 (3)		Analysis of Urban Teaching

FALL

(9-12)	250:594	(3-6 by arr.)	Practicum in Urban Schools and Communities
	250:591	(3)	Issues in Urban Education
		(3)	Introduction to Subject Area

SPRING

(9-12)	250:594	(3-6 by arr.)	Practicum in Urban Schools and Communities
		(3)	** Subject Electives
		(3)	Subject Electives

SUMMER

(6)	250:593	(3)	Dynamics of Educational Change
		(3)	Subject Electives

TOTAL CREDITS: (30)

*Courses will maintain their interdisciplinary nature, drawing on sociology.

**Electives, when appropriate, should be taken outside of the department.

TABLE 3

* Sample Team School Schedule

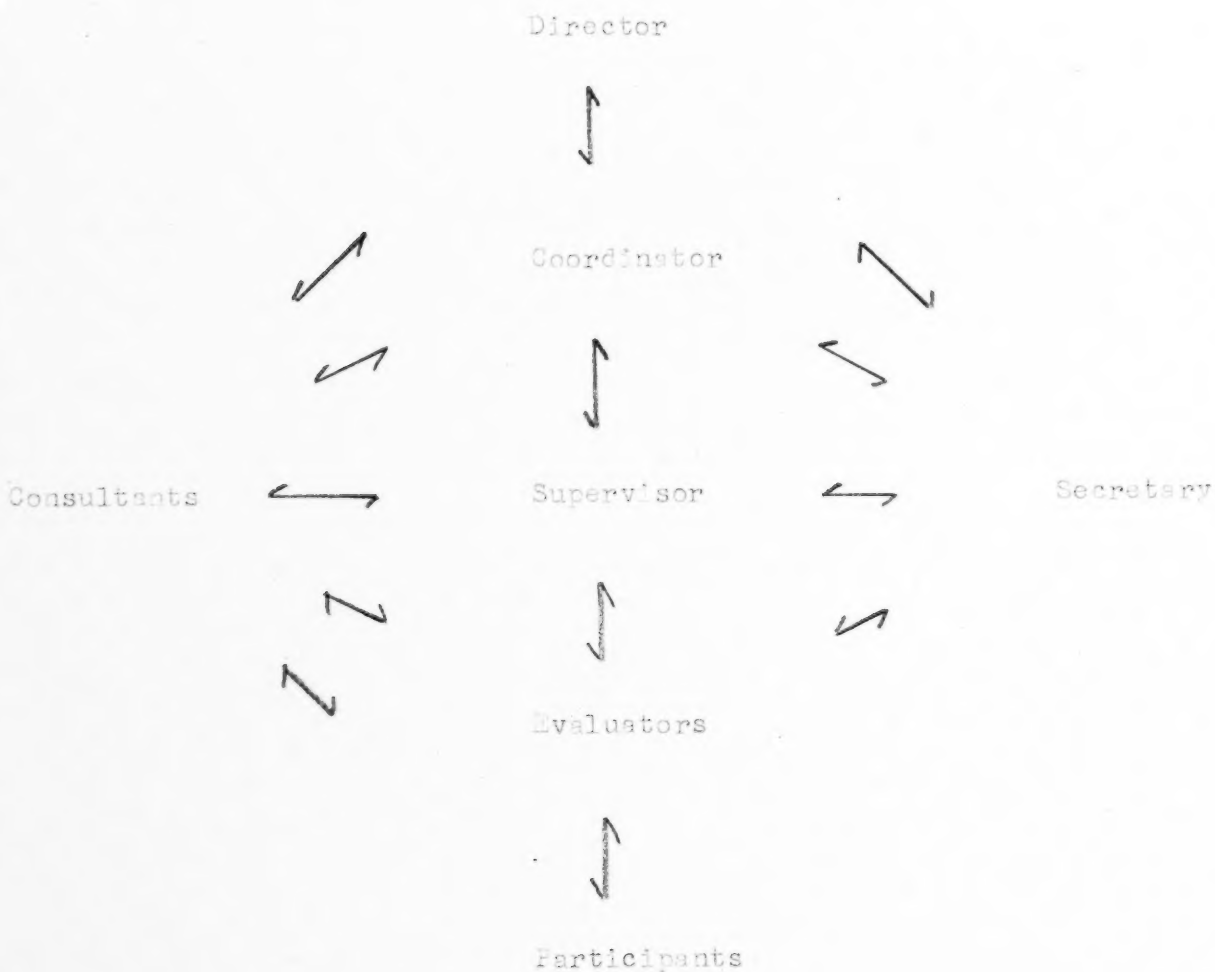
Periods	S1	Ma (Science)	M1
1.	S1		M1
2.	S1		M1
3.	Lunch-Conference (S1 & S2)		Observation M1
4.	Observation (S1 & S2)	Ma (Teach)	Lunch-Conference (M1 & M2)
5.	S1 & S2		M1 & M2
6.	Observation S2		Observation M2
7.	S2		M2
8.	S2		M2

S1 = Morning team - Science
S2 = Afternoon team - Science

Ma = Master teacher - Science
M1 = Morning team - Math
M2 = Afternoon team - Math

* This sample schedule represents an illustration of the responsibilities of the intern on a daily basis.

Project WB - Staff Chart



Personnel

Director -	Fred E. Means
Coordinator -	Ila C. Martin
Bilingual Supervisor -	Marina Berkowitz
Evaluator -	Wayne Hoy
Graduate Assistant - Weequahic -	Kwaku Armah
Graduate Assistant - Broadway -	Omar Peraza
Secretary -	Deborah Thomas

Faculty of the Graduate School of Education, especially in the Department of Science and Humanities Education, as well as faculty from the Graduate School of Arts and Science, participate in the development of the members of the teams. The Chairman of the Department until November 1 was George Pallrand; the current Chairman is Jack Nelson. The Dean of the Graduate School of Education is Milton Schwebel.